

Leon County Schools

# Hawks Rise Elementary School



2018-19 School Improvement Plan

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## Hawks Rise Elementary School

205 MEADOW RIDGE DR, Tallahassee, FL 32312

[ no web address on file ]

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2017-18 Title I School</b>	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	No	16%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2017-18 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

### School Board Approval

This plan is pending approval by the Leon County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

Our mission at Hawks Rise Elementary School is to help each student develop into a lifelong learner who is inspired with productive creativity, equipped with the skills of a critical thinker, problem solver and decision maker, and prepared to be a responsible citizen. This will be accomplished through the cooperative efforts of the entire community (students, parents, school and partners) as we work together to provide a nurturing, safe, secure learning environment where respect for others is celebrated, and our students achieve success through their diverse and individual talents.

#### Provide the school's vision statement

Our vision at Hawks Rise is to guide students to realize their full potential.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Friend, Evy	Principal
Franklin, Amy	Teacher, K-12
Andrews, Marilyn	Instructional Coach
Mitchell, Cheryl	Dean
Jackson, Beth	Assistant Principal

#### Duties

##### Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Evy Friend, principal

Beth Jackson, assistant principal

Cheryl Mitchell, dean, supporting student behavior

Marilyn Andrews, instructional coach, supporting reading instruction, data collection, and intervention

Amy Franklin, teacher, supporting science and math instruction and data collection

### Early Warning Systems

#### Current Year

##### The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	3	6	2	5	4	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	5	6	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	16	8	0	0	0	0	0	0	0	24

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	3	2	0	0	0	0	0	0	0	5

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	2	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	3	3	5	12	1	0	0	0	0	0	0	0	24

**Date this data was collected**

Friday 8/10/2018

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	3	0	0	1	0	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	2	2	2	3	4	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	17	16	0	0	0	0	0	0	0	33

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	3	0	0	1	0	1	0	0	0	0	0	0	0	5
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	1	2	2	2	3	4	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	0	17	16	0	0	0	0	0	0	0	33

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

The lowest performing subgroup was the learning gains in students with disabilities. More analysis would need to be completed to determine if this is a trend.

**Which data component showed the greatest decline from prior year?**

The greatest decline from the 2017 state assessment scores occurred in the math learning gains of the students with disabilities subgroup.

**Which data component had the biggest gap when compared to the state average?**

Hawks Rise Elementary consistently scores above the state and district averages. The biggest gap occurs in the area in which the difference between school average and state average is the smallest. Hawks Rise Elementary had 60% of students achieve learning gains in math. The state average for this area was 59%.

**Which data component showed the most improvement? Is this a trend?**

The area that improved the most was the learning gains in English Language Arts. More analysis would need to be completed to determine if this is a trend.

**Describe the actions or changes that led to the improvement in this area**

There was increased focus and training in 4th grade writing instruction.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	84%	57%	56%	88%	59%	55%
ELA Learning Gains	69%	53%	55%	66%	57%	57%
ELA Lowest 25th Percentile	55%	46%	48%	57%	51%	52%
Math Achievement	84%	61%	62%	89%	61%	61%
Math Learning Gains	60%	55%	59%	71%	58%	61%
Math Lowest 25th Percentile	54%	40%	47%	70%	47%	51%
Science Achievement	83%	52%	55%	83%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (3)	3 (0)	6 (0)	2 (1)	5 (0)	4 (1)	20 (5)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (1)	0 (2)	0 (2)	0 (2)	5 (3)	6 (4)	11 (14)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	16 (17)	8 (16)	24 (33)

#### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

#### Subgroup Data

##### 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	90	70	65	90	61	60	89				
BLK	52	53	41	52	35	40	59				
HSP	76	58		71	42						
ASN	92	91		94	85		100				
MUL	88	50		83	71						
SWD	42	45	33	39	36	24	45				
FRL	51	51	39	48	35	32	41				

##### 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	92	69	68	93	73	76	92				
BLK	57	50	39	62	61	61	52				
HSP	94	45		83	55						
ASN	98	82		98	85		85				
MUL	88	59		92	69						
SWD	45	34	26	50	63	64	38				
FRL	59	56	45	64	51	54	52				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Learning gains for students with disabilities

**Rationale** Math learning gains for students with disabilities is our greatest area of decline from 2017 state assessment scores to the 2018 scores. The learning gains at Hawks Rise are some of the lowest percentile rankings for the school with 69% of students achieving learning gains in English Language Arts and 60% making learning gains in math.

**Intended Outcome** An increase in the learning gains for students with disabilities.

**Point Person** Beth Jackson (jacksonb4@leonschools.net)

##### Action Step

**Description** Students with disabilities have historically been receiving grade level instruction for math and language arts in the resource room. For the 2018-2019 school year, students with disabilities have been moved to an inclusion model for kindergarten, second grade, third grade, and math instruction in 4th and 5th grades. A teacher certified in special education or a paraprofessional is in the general education classroom to support instruction and skill practice for students.

**Person Responsible** Evy Friend (friende@leonschools.net)

##### Plan to Monitor Effectiveness

**Description** iReady, unit assessments, AIMSweb, STAR, and FSA scores will be used to monitor effectiveness.

**Person Responsible** Beth Jackson (jacksonb4@leonschools.net)

### Part IV: Title I Requirements

#### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

During the 2017-2018 school year, Hawks Rise parents had more than 6800 documented hours of volunteering. Our target is to reach 9,000 documented volunteer hours.

Additional activities implemented to build positive relationships with families are as follows:



- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- Community curriculum night held office campus in the community
- Communicate classroom and school news to parents.
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Create the formats for inviting parent participation in the cultural education process.
- Positive notes, letters, phone calls home.
- Beginning of the Year academic and behavioral expectations are clearly taught by teachers.
- The reading pals program provides reading mentors to students.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school utilizes its guidance counselors and Multi-Tiered System of Support (MTSS) team to ensure that all students' social-emotional needs are being met, and work with teachers to implement strategies to provide an appropriate learning environment. The school also recruits several mentors who serve throughout the year to provide students with extra assistance with the academics and social interactions. Lastly, an ambassador program was established to partner new students with peers to become familiar and comfortable with the school environment.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs horizontally and vertically among grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Additionally, we begin registration for incoming kindergarten students on March 1 each year. A kindergarten orientation is held in May for the incoming parents and kindergarten students. The orientation consists of a presentation about kindergarten expectations, PTO opportunities and a tour of the kindergarten classrooms. During the summer, kindergarten students participate in a brief screening process to assess letter, sound and number sense. Kindergarten students and parents are also encouraged to attend a welcome meet and greet event to increase campus and teacher comfort prior to the start of the year. Some of our incoming kindergarten students may also choose to participate in our schools' summer extended day program.

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Personnel are interviewed by grade level team members as units are allocated by the District. Grade level teams submit instructional material orders (core and supplemental) which are reviewed and approved to ensure that all student needs are being met.

The MTSS Leadership Team meets each week with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both.

We will use Title II funds for teachers' professional development in order to meet our goals for the 2017-2018 school year. The district will provide TEC funds which will be used to attend training opportunities to enhance professional growth and to establish professional learning communities within Hawks Rise. Discretionary funds will be used to provide tutoring for students who are not proficient in reading, math or writing in preparation for FSA.

Evvy Friend, Principal and/or Beth Jackson, Assistant Principal: Provides direction and oversight in the use of data-based decision-making, ensures that the school-based team is implementing RtI, ensures there is follow-up in the implementation of interventions, intervention support and documentation, ensures adequate professional development to support RtI implementation and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers (Primary and Intermediate): Provide information regarding core instruction, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials and instruction with Tier 2/3 activities.

Lisa German, Guidance Counselor: Coordinates the meetings with the team members and ensures appropriate data are available, assists in development and interpretation of data charts and graphs, assists in the development of intervention plans and follow-up plan implementation and provides direct services to students based on the intervention plan.

Karyn Bramblett, District ESE Program Specialist: Provides expertise regarding strategies and interventions to address academic and behavioral concerns, assists in the data collection and interpretation of data.

Ruth Boykin, Social Worker: Links child-serving and community agencies to the school and families to support the child's academic, social, emotional and behavioral well-being.

Lisa Hunt and Melissa Fletcher, Speech Pathologists: Educate the team in the role language plays in curriculum, instruction and assessment as a basis for appropriate program design and implementation, assist in the selection of screening measures and interpretation of evaluation data, facilitate the identification of systemic patterns of student deficits with respect to language skills.

Teddie Carr and Carlton Londeree, Behavioral Services: Provides expertise in the area of functional behavioral assessment and data interpretation, assists in making recommendations of strategies to address student needs.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, provide expertise regarding strategies and interventions to address academic and behavioral concerns, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through activities such as consultation and co-teaching.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Only required for secondary schools. Not applicable for Hawks Rise Elementary.

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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